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ABSTRACT

This document contains two sets of lessons designed to teach elementary and secondary students about apartheid in South Africa. The goals of the lessons are: (1) to create a greater awareness of recent events related to the practice of apartheid by the South African government; (2) to provide a greater understanding of the effects of apartheid on the people of South Africa; and (3) to discuss the various options open to U.S. foreign policy makers, individuals, governments, and institutions in dealing with South Africa. There are two lessons on the elementary level designed to involve students in exploring the problems created by apartheid. Simulation and role-playing activities are used on the elementary level to enhance the instruction. The secondary level lessons are more detailed and encourage discussion and debate on the problem of apartheid. There are also role-playing and simulation activities for the secondary level. Enrichment activities, a glossary, and a bibliography are provided for both sets. (SM)

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Lessons and Activities Focusing on

APARTHEID

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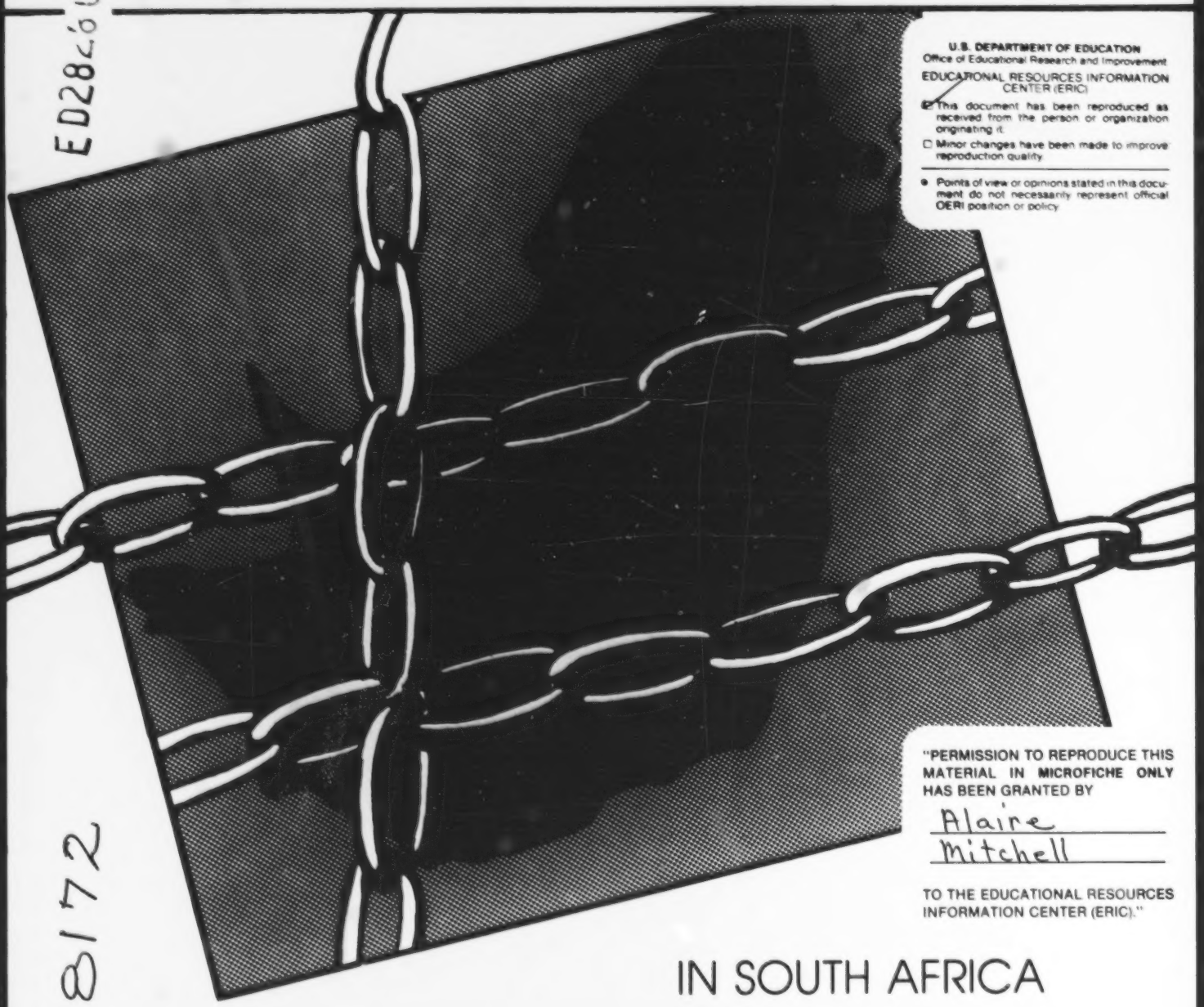

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IN SOUTH AFRICA

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Elementary and Secondary in One Volume

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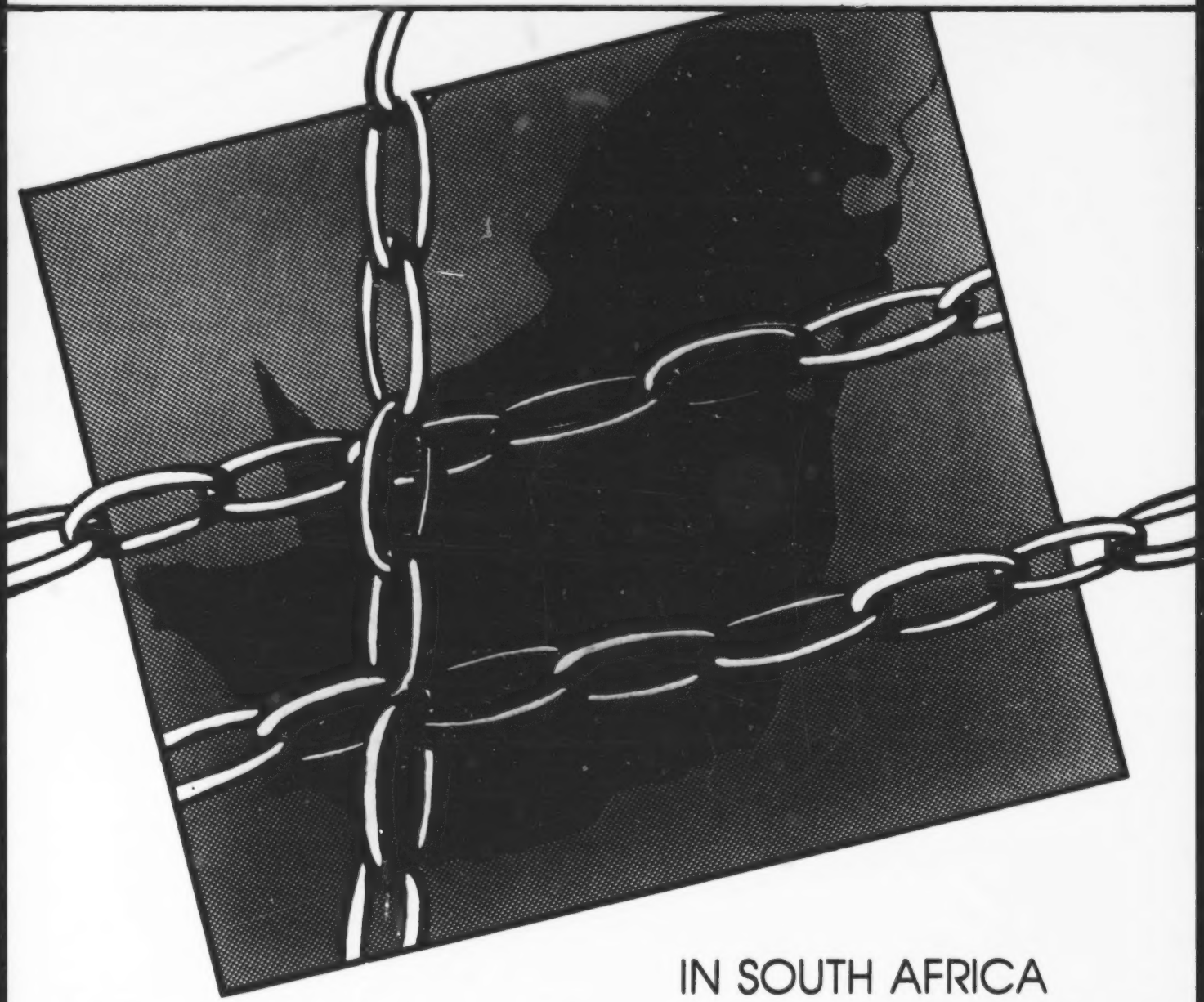
Elementary Lessons and Activities Focusing on

APARTHEID



IN SOUTH AFRICA

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FOREWORD

The struggle for freedom and equality in South Africa is an issue that touches us all. We, as New York City educators, can aid in that struggle by informing ourselves and our students about the evils of apartheid.

December 9 is the beginning of Human Rights Week. During that week we are encouraging educators to participate in a citywide teach-in against apartheid. These lessons have been provided to assist teachers in meeting that responsibility. Our goals are:

- to create a greater awareness of recent events related to the practice of apartheid by the South African government;
- to provide a greater understanding of the effects of apartheid on the people of South Africa;
- to discuss the various options open to United States foreign policy makers, individuals, governments, and institutions in dealing with South Africa.

Two lessons have been provided for the elementary level. The first focuses on the effects of apartheid on individuals and the second presents a simplified historical outline. Background information and bibliography have been included.

It is our hope that this focus on South Africa will continue as teachers and supervisors develop their own materials related to the curriculum on an ongoing basis. Only through understanding can we make informed decisions which will help bring an end to apartheid.

Nathan Quinones
Chancellor

ACKNOWLEDGMENTS

These lessons were prepared by the Division of Curriculum and Instruction, Charlotte Frank, Executive Director.

Morris Freedman, Deputy Executive Director, provided overall guidance in the preparation of this project.

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The lessons were prepared for publication by the Curriculum Editorial and Production Unit, Alaire Mitchell, Assistant Director of Curriculum Research(Acting), and Maureen Maguire, Production Coordinator. Regina Paleski was the editor and Kent Beaty designed the cover.

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Background on South Africa

South Africa has been settled by many peoples. The local inhabitants met the Dutch who arrived at the southern tip of Africa in 1652. During the following decades the Dutch were joined by French Protestant Huguenots and Germans as well as slaves brought from Asia and other parts of Africa. Today, the descendants of the Dutch are known as Afrikaners; the mixed-race descendants are called Coloureds.

British annexation of the Cape Province in 1806 heralded a century of conflict. The abolition of slavery by the British rulers in 1833 dealt a severe economic blow to the Afrikaner farmers and prompted the Great Trek by 14,000 Afrikaner men, women, and children voortrekkers (pioneers) who left their homes to move into the interior. British-Afrikaner rivalry culminated in the 1899-1902 Boer War won by the British. The British and Afrikaners also fought nine major wars with the Africans, the last ending in the defeat of the Zulu kingdom by the British in 1879.

The Union of South Africa was formed by British and Afrikaners in 1910. They excluded Africans, Coloureds, and Asians (mostly Indians who had immigrated since 1860) from parliament although nonracial voting rights in the Cape Province existed until the 1960s. The antipathy between the English-speakers and the Afrikaners remained deep. Although South Africa had achieved a national government in 1910 and full independence from Britain in 1934, it had evolved not into a national culture but into a state of separated peoples.

A major theme of 20th-century South Africa is the successful struggle of the Afrikaners--Africa's "white tribe"--to gain political dominance. After the Union was formed, they organized to improve their lot against the English-speaking Whites, who dominated the economy.

The Broederbond, a secret, all-male organization, was founded in 1918 to promote Afrikaner interests, language, and nationalism. It was instrumental in the creation of the "purified" (authentic Afrikaner and Calvinist) National party in 1934. The National party, which officially adopted the policy of apartheid in 1945, came to power in the 1948 elections. It has dominated South African politics ever since, winning every national election by large margins. In 1961 it took South Africa out of the British Commonwealth rather than compromise its racial principles. The strength of the party has been the unity of the Afrikaner people who maintain a strong belief in racial separation.

However, the National party recognizes that it faces severe challenges to its policies. During the 1970s black workers engaged in ever more frequent work stoppages and strikes, and Blacks migrated to the cities at a faster pace. The bloody repression of a 1976 student protest in Soweto, an African "township" of one million or more on the outskirts of Johannesburg, in which 600 died, was followed by disturbances throughout the country. In recent years, black activism has grown.

To meet these challenges the South African government has made what it sees as major changes in policy. It even claims to have rejected apartheid, saying "Apartheid is dead." But Blacks are skeptical. They say if it is dead, the body should be buried: "It is beginning to stink."

The difference between these two views is that while apartheid is changing, its basic purpose remains the exclusion of Africans from political power. While apartheid is being modernized through significant changes of policy on the movement of persons, industrial relations, and even political participation (Coloureds and Asians have been given their own separate chambers in parliament--still under the control of the white chamber), these changes take place within the framework of a policy of "separate development" which is designed to deny all Africans citizenship in South Africa.

The essence of apartheid is the strict separation of designated racial groups: Africans, Coloureds, Asians, and Whites. Hundreds of laws maintain this separation. Among the more prominent is the Group Areas Act, which establishes different residential areas for each group.

The Group Areas Act permits the government to remove persons from their homes to an area established for their race. More than 500,000 Coloureds and Asians, and 8,000 whites, have been relocated. The most massive removals, however, have been of Africans. More than three million Africans have been placed in "homelands": ethno-territorial enclaves, each purportedly the home of a different African ethnic group.

It is the government's claim that the homelands are the key to ending apartheid and implementing its successor policy: separate development. Under separate development the 10 homelands within South Africa will become "independent" states. Every African will be designated the citizen of his or her homeland. Thus, the claim continues, apartheid will lose its purpose because no African will remain a citizen of South Africa; the question of power-sharing will be rendered moot. Millions of Africans, of course, will remain in "white" South Africa as laborers.

The government justifies its policy by saying that all Africans belong to different tribes and that each will be able to achieve its fullest cultural expression within its own homeland or independent state. Most Africans and some whites, as well as outside observers, see this policy as a cynical denial of citizenship, identity, and patrimony to twenty-two million South Africans.

Adapted from "South Africa: Can U.S. Policies Influence Change?" Great Decisions '84 (New York: Foreign Policy Association), pp. 36-37.

Lesson 1

Elementary

AIM How does apartheid affect those who are discriminated against in South Africa?

PERFORMANCE OBJECTIVES Students will be able to:

. define the term apartheid.
. describe the effects of apartheid on Blacks, Indians, and mixed-racial groups living in South Africa.
. empathize with the victims of apartheid.

MOTIVATION

. Ask all students who are right-handed to raise their hands. Tell them you have a special notice for them from the principal. Give the notice to the left-handed students also, but tell them it does not apply to them.
. Distribute Worksheet 1A, "Notice from the Principal." Have students examine the worksheet, then have them explain their answers to the following questions:

  - What does this notice say?

  - What's your reaction to the rules on the notice?

  - Do you think these rules are fair?

  - How do you think you would feel if you had to obey them?

. Write the word apartheid on the chalkboard and explore with students what prior knowledge they have. Accept all ideas and create a semantic map.

. Explain that in South Africa people who are Black, Asian or of mixed racial background have to obey rules that do not apply to Whites. Guide students in relating apartheid to the "right-handed" rules.

  - How is apartheid similar? How is it different?

. Tell students that today we are going to have a make-believe meeting with some South Africans who will explain to us how they are affected by discrimination in South Africa.

. Prior to the lesson distribute Worksheet 1B, "Blacks in South Africa" to four students whom you've selected to play the parts on the worksheet. Explain to these students that they should act as if they're playing a role. Based on Worksheet 1B, have these students describe what it's like, for them, to live in South Africa. Tell them to be prepared to answer questions from the class.

Outline

I. Apartheid-definition

A. Separation

B. By Race

II. Discrimination in South Africa

A. Workers

1. Kinds of jobs
2. Lower pay
3. No promotions

B. Students

1. Few texts
2. No heat in schools
3. No electricity
4. Large classes

C. Loss of Rights

1. Pass laws
2. "Homelands"
3. Courts unfair

D. Living Conditions

1. Shacks
2. Housing away from families

Lesson Development

1. Call on each of the four students to whom you've assigned roles. Have them describe what life is like for them in South Africa. Encourage the other students to question them.

Ask students the following questions:

- What did we learn about apartheid from listening to our "guest speakers"?

- What other things did we learn about South Africa from our "guests"?

- How is the situation faced by Blacks in South Africa similar to the one we pretended right-handed students in this class would have to face?

- What do you imagine it would be like if you were a Black living in South Africa?

SUMMARY

. Have all students in the class imagine that they are one of the four people described in the worksheet. Have them write a letter to a friend in the United States describing what it is like to live under the system known as apartheid.

APPLICATION

. Ask students what they believe people in the United States should do to help bring an end to apartheid.

Worksheet 1A

Notice From the Principal

FROM THE PRINCIPAL

Starting Today All Right-handed Pupils:

* **Need a Pass to Walk Anywhere in the Room**
* **Cannot Sit Near Other Students**
* **Will Be Served Last in the Cafeteria**
* **Must Enter School Through a Special Door**
* **Must Wait Until All Others Have Boarded Buses Before They Can Board**
* **Can Only Receive a "B" as Their Highest Grade**

Worksheet 1B

Blacks in South Africa

A Teacher

The word apartheid means separation. Apartheid really means that all Blacks must carry passbooks that state their name, address, place of work, etc. We are often stopped and asked for our passes; if we don't have one we could be sent to jail for a pass offense. Apartheid means separate schools, restaurants, cemeteries, public toilets, beaches, and staircases. Even though we are the majority, Whites make all the laws. If you go to court there is a white judge and jury.

A Student in Soweto

I am in the first year of high school. Because the government sends so few teachers for us, there are 70 students in a class. We have very few textbooks. The few students who own textbooks share them with the rest of us. The books we use tell us that our national heroes are murderers because they fought against the South African leaders. There is no lighting or heating as in the white schools. Also there are no film projectors or other teaching aids or gymnasiums.

City Worker

We cannot live in the cities. The government says we can only live in our "homelands," the places where they say our relatives settled when they first came to South Africa. If we work in the cities we must live in tiny houses or shacks outside the city. This means we must take a long trip to travel into the city to our jobs. Some of us are forced to live in special houses apart from our family. Whites who were not born in this country can live where they wish; we who were born here can not.

A Clerk in a Factory

I am a clerk in a factory. I can't get better work because I am not white. A white man is my boss. He makes more money than I do. He earns about 700 rand a month and I earn 200 rand a month. In the factory a black person cannot get ahead. No matter how long he works in the factory, he cannot get a better job. I live in a four-room house with no electricity and no water, but this is all that I can afford.

Worksheet 1C

Map of South Africa

Reprinted from Intercom 105, Nov. 1983, p. 23. New York: Global Perspectives in Education Inc., 1983. Permission pending.

Lesson 2

Elementary

AIM How did the apartheid system come about?

PERFORMANCE OBJECTIVES Students will be able to:

. explain the history of apartheid in South Africa.
. make inferences about why apartheid was established.
. analyze how South Africa's past helps us to understand the current situation there.

MOTIVATION

. Ask the class:

- Has there ever been someone with whom you did not get along? (Have students briefly relate, without using names, several examples of conflicts which they have had with neighbors, friends, siblings.)

- What started the problem? Did other events happened to increase the problem with this person? Explain.

- Without knowing what started the problem, could we really understand why you were not able to get along with this person?

. Tell students that to really understand the conflict taking place now between black and white South Africans, they need to examine the events which led up to apartheid. Today the class will examine the history of South Africa.

Outline

I. History of Apartheid

A. Dutch Afrikaners settle.

B. Blacks living there made slaves.

C. English take over.

D. English abolish slavery.

E. Afrikaners move to other parts of country.

1. English follow.
2. Blacks living there defeated.

Lesson Development

. Distribute Worksheet 2, "Apartheid's History." Have students read the news headlines and complete the exercise. Review their work.

. Divide the class into nine small groups of equal size. Assign one headline to each group. Have each group mark its event on a large timeline (constructed by the teacher prior to this activity) extending across an entire classroom wall. Instruct each group to illustrate its assigned event and attach that illustration to the line.

F. Union of South Africa formed.

1. Whites control government.
2. No role for Blacks.

G. More Blacks move to cities.

H. Government sets up apartheid.

II. Causes of Apartheid

A. Increased black movement during 1940s to cities. Whites felt threatened. Blacks would want jobs, housing, etc.

B. Apartheid keeps Whites (a small minority) in control by keeping black majority powerless.

C. Afrikaners' belief, supported by their religion, in "white superiority."

III. The Black Response

A. Peaceful protests met with police violence.

B. Recent fighting between Blacks and police.

. Have group representatives briefly describe their assigned events and explain their illustrations.

. Have students explain their answers to the following questions:

- Having examined the major events in South African history, why do you think South Africa's government set up apartheid?

- How do you suppose South African Whites felt (in the 1940s) when more and more Blacks moved to the cities? As a South African White, part of a very small minority in the country, how might you have felt?

- Does the fact that there are many more South African Blacks than Whites help explain apartheid?

- What part has the Afrikaners' religion played in the extablishment of apartheid?

- What has this "history" activity told you about the black response to apartheid?

- If you were a black South African, how would you respond?

IV. History's Lesson

A. Both Blacks and Whites have very long histories in South Africa.

B. Conflict between races goes back to the 1600s.

C. Whites, a very small part of the population, have struggled through centuries to keep power.

D. Blacks, the majority group, oppressed for centuries, are struggling for their rights.

- How does knowing what led up to apartheid in South Africa help you to understand what is happening there today? Explain.

SUMMARY

. Students might visit another class to show those children how a knowledge of South Africa's past would help them to understand the current situation. The history of South Africa could be presented in a "news documentary" format, using the class-made timeline, wall maps, etc. Or the class could create and show its own "filmstrip" fashioned from student-made drawings of events in South African history.

APARTHEID'S HISTORY

TO THE STUDENT: Read the "news headlines" below and then complete the exercise which follows.

S O U T H A F R I C A N S E N T I N E L

1652 -- DUTCH SETTLE IN SOUTH AFRICA. Calling themselves Afrikaners, Dutch make slaves of the black Africans living there. Bible is used to "prove" slavery is right and white race is superior.

1806 -- BRITISH TAKE OVER SOUTH AFRICA FROM AFRIKANERS. Settlers from England begin to arrive.

1833 -- BRITISH END SLAVERY IN SOUTH AFRICA. Afrikaner farmers are angry.

1836 -- MANY AFRIKANER FARMERS LEAVE FOR OTHER PARTS OF SOUTH AFRICA. Followed by the British, they settle after defeating Blacks who try to stop them.

1910 -- BRITISH AND AFRIKANERS, TOGETHER A SMALL PART OF THE POPULATION, FORM UNION OF SOUTH AFRICA. Non-whites, the majority, not allowed role in government.

1948 -- WHEN THOUSANDS OF BLACKS MOVE TO SOUTH AFRICAN CITIES, GOVERNMENT ESTABLISHES POLICY OF APARTHEID.

- Marriage between Whites and Blacks is not allowed.
- Areas outside of cities set aside for specific black groups. Millions of Blacks forced to settle in these "homelands."
- Blacks must at all times carry passbooks saying where they are allowed to live and work.

1960 & 1976 -- IN SHARPEVILLE AND LATER IN SOWETO, POLICE OPEN FIRE ON BLACKS PROTESTING AGAINST APARTHEID. Hundreds of Blacks are killed and wounded.

1984 -- GOVERNMENT ALLOWS ALL GROUPS, EXCEPT BLACKS (THE LARGEST GROUP) SOME VOICE IN THE GOVERNMENT. But Whites, less than one-fifth of the population, are still in control.

1985 -- FIGHTING BETWEEN SOUTH AFRICAN BLACKS AND POLICE INCREASES. Over 750 Blacks killed.

EXERCISE

Each box contains a pair of statements. One statement is the cause or reason. The other statement is the effect or result of that cause. Write CAUSE on the line next to each statement that gives a reason. Write EFFECT on the line next to each statement that gives a result of the cause.

_____	British take over South Africa from Afrikaners.
_____	English settlers begin to arrive in South Africa.

_____	Afrikaner farmers get angry and leave for other parts of South Africa.
_____	British end slavery in South Africa.

_____	Thousands of Blacks move to South African cities.
_____	South African government establishes policy of apartheid.

ENRICHMENT ACTIVITIES

. Watch or listen to a news story or read a newspaper article about apartheid in South Africa. Summarize for the class what has happened and how it relates to the background we have studied.

. Design posters and slogans for classroom display.

. Write an essay comparing the period of segregation in the United States to the current conditions in South Africa.

. Write an editorial or a feature story on South Africa for the class or school newspaper.

. Interview classmates, relatives, and neighbors with questions such as the following:

- Are you familiar with the term <u>apartheid</u>?

- What is your reaction to what is happening in South Africa?

- Do you think we are doing enough to help?

Compile a summary of opinions from those interveiwed.

. Write a poem, short story, or scene depicting an issue in South Africa.

. Develop a class or school bulletin board to display student articles and posters related to abolishing apartheid.

GLOSSARY

African — This word refers to any person "who is, or is generally accepted as, a member of any aboriginal race or tribe of Africa."

African National Congress (ANC) — Founded in 1912, this is the liberation movement which is struggling and fighting for a free and just South Africa. In the late 1950s, after forty years of nonviolent actions, it turned to the use of violence. It was banned in 1961 and was forced to go underground.

Afrikaans — This is one of the two official languages (the other is English) of the Republic of South Africa. It is a dialect of the Dutch language and was developed in South Africa during the 17th century.

Afrikaner — A South African white of Dutch, German, or Huguenot descent. Afrikaners established the apartheid system.

apartheid — This word literally means separateness. It is South Africa's system of legalized racism which denies most civil and human rights to the black majority and "ensures the supremacy of whites."

banning — This is the South African government's procedure for silencing its critics. It is an action taken by the minister of justice under the authority of the Internal Security Act. It is used to restrict a person's movement, association and expression. It can result in house arrest. Both publications and organizations can also be banned.

Bantu — This the term, which is considered derogatory, used by South African whites to describe any African.

Bantustan — This is the name given to the land, which is very poor and only comprises thirteen percent of South Africa's land, which the South African government has declared the only place where Africans can permanently reside.

blacks — This is the term used in South Africa to designate Africans, Coloureds (people of mixed blood), Indians, and other Asians.

black spots — Land occupied "illegally" by blacks, sometimes for generations, in "white only" areas of South Africa. The government can remove the blacks at anytime it so desires.

black townships — These are the "blacks only" sections of urban areas in South Africa.

Boer — This word is sometimes used as a synonym for Afrikaner. A Boer is a white South African of Dutch, Huguenot or German descent. It is also a generic term for farmer.

Broederbond — Meaning "league of brothers," the Broederbond is an exclusive, male-only secret organization which was established in 1918 to promote the interests of Afrikaners.

Coloured — This is a term used to designate South Africans of mixed race, especially African-European descent. A coloured person is sometimes defined as one who is not a white or an African, a definition that can include Indians and Asians.

common areas — This is the term which refers to "white" South Africa, or all of South Africa excluding the homeland areas.

divestment — The withdrawal of funds from corporations and banks which ostensibly support apartheid by doing business in South Africa.

forced removals — Since 1960 almost four million blacks have been forcibly removed from land which the government has declared to be "white areas." Once the people are removed the buildings of the community are often bulldozed.

Frontline States — Angola, Botswana, Mozambique, Tanzania, Zambia, and Zimbabwe.

grand apartheid — This is the South African government's policy designed to create separate, independent states (or homelands) for the various African ethnic groups in South Africa.

Groups Areas Act — This the legislation that governs ownership and occupation in specified geographic areas according to race.

homelands — Areas designated, by the South African government, as living spaces for various African Ethnic groups. The ten homelands are: Bophuthatswana, the Ciskei, Gazankulu KaNgwane, Kwazulu, Lebowa, Ndebele, Qwaqwa, the Transkei, and Venda.

influx control — This refers to the regulation of the movement of Africans into urban areas.

migrant laborers	Those workers who are forced to leave their families and homes in rural bantustans to find employment in urban centers of "white" South Africa.
National Party	This is the ruling party, which came to power in 1948 and is led by the Afrikaners in South Africa.
Pan Africanist Congress (PAC)	A South African liberation movement which was founded in 1959 and was based on black nationalism. In 1961 it was banned by the South African government.
passbook	The identity document, which all Africans over the age of sixteen must carry at all times. Ninety pages long, it contains an identify card, fingerprints, a photo, employment records, tax receipts, and permits to be in an area and to travel for the purpose of employment. Failure to carry a passbook can result in a fine or imprisonment.
pass laws	These laws control the movement of blacks, force them to carry passbooks, and forbid them to live in "white areas."
petty apartheid	This is the term used to describe the laws and regulations that enforce racial segregation. This includes segregation in public facilities, restaurants, transportation, and sports.
race classification	Apartheid laws divide South Africans into four racial groups: Africans (people of African descent who make up 72% of the population); the Coloureds (people of mixed race who make up nine percent of the population); whites (people of European descent who make up sixteen percent of the population) and Asians (mostly persons of Indian descent who make up three percent of the population).
reserves	The former name for the homelands.
Robben Island	The maximum-security prison for political prisoners. It is located off of Cape Town.
Sharpeville Massacre	On March 21, 1960, the police killed 69 blacks who were demonstrating, along with many others, against the pass laws.
Soweto	An acronym for South West Township, it refers to a black township outside of Johannesburg.
Soweto Uprising	On June 16, 1976, the police opened up fire on students in Soweto who were protesting apartheid education. This brought about a series of protests across the country. Over 600 people were subsequently killed.
Sullivan Principles	These Principles constitute the controversial "fair employment code" which U.S. companies doing business in South Africa can abide by if they so desire. The Priniciples were designed by the Reverend Leon Sullivan, a black American, in 1976 while he was on the Board of Directors of General Motors. Some argue that the Principles end up supporting the apartheid system, while others say they actually benefit the black people.
townships	These are designated residential areas for Africans (blacks) in South Africa.

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Glen Head, NY: New York State Council for the Social Studies, 1985.
Permission pending.

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Whitaker, Jennifer Seymour, "Conflict in Southern Africa." Headline Series 240. New York, Foreign Policy Association, August 1978. 96 pp. $3.00. A look at the principal actors in the southern African drama and U.S. policy options.

Periodicals

Africa News, P.O. Box 3851, Durham, NC 27702. Weekly newsmagazine. Best independent source of current news on all Africa.

Africa Today, c/o Graduate School of International Studies, University of Denver, Denver, CO 80208. A quarterly journal featuring in-depth analyses of political, social, and economic developments in or related to Africa.

Objective Justice, U.N. Office of Public Information, United Nations, New York, NY 10017. A quarterly journal that provides commentary on current affairs in southern Africa. Includes non-American authors.

Intercom 105, "Focus on South Africa: Time Running Out," Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003. This issue of the journal includes twelve secondary-level lessons accompanied by student handouts.

Books

Adam, Heribert, and Gilliomee, Hermann. Ethnic Power Mobilized: Can South Africa Change? New Haven, CT, Yale University Press, 1979. 308 pp. $7.95 (paper). Two scholars outline the basis of Afrikaner strength and strategy.

American Friends Service Committee. South Africa: Challenges and Hope. Philadelphia, PA, 1982. Statement of the problem of apartheid and recommendations for what a religious body, such as the AFSC, a Quaker organization, can do today.

Brown, Godfrey N. Apartheid: A Teacher's Guide. UNESCO Press, 1981. The author outlines seventeen exercises for students of varied ages.

Carter, Gwendolyn M. and Patrick O'Meara, eds. Southern Africa: The Continuing Crisis. Bloomington, IN: University Press, 1979. Especially useful for teachers as background material.

Constitutional Rights Foundation. Bill of Rights in Action, Volume XVIII, Numbers 1 & 2. Los Angeles, CA: Constitutional Rights Foundation, 1983 (Spring). A curriculum unit based on the report, South Africa: Time Running Out.

Study Commission on U.S. Policy Toward Southern Africa. South Africa: Time Running Out. Berkeley and Los Angeles: University of California Press, 1981.

Organizations

The Africa Fund (associated with the American Committee on Africa), 198 Booadway, New York, NY 10038. Excellent source for up-to-date information on events in southern Africa. Produces fact sheets, photo exhibits, and booklets. (West Coast Distribution: Africa Resource Center, 464 19th Street, Oakland, CA 94612.)

African-American Institute, 833 U.N. Plaza, New York, NY 10017. Publishes Africa Report, organizes conferences, arranges charter flights and exchange groups.

African National Congress, #405, 801 Second Avenue, New York, NY 10017. Representative of the South African liberation movement. Publishes a weekly newsletter.

African Studies Center Outreach Programs to Schools and Community Organizations. These ten universities are national resource centers that maintain libraries, personnel, and rich sources for teachers and the general public. Contact the one nearest you.

1. Africa in the School and Community
   Boston University
   125 Bay State Road
   Boston, MA 02215

2. Center for African Studies Outreach Program
   Grinter Hall
   University of Florida
   Gainsville, FL 32601

3. African Studies Program
   Howard University
   Washington, D.C. 20059

4. African Studies Program
   University of Illinois at Urbana-Champaign
   1208 W. California, Room 101
   Urbana, IL 61801

5. African Studies Program
   Indiana University
   Woodburn Hall
   Bloomington, IN 47405

6. African Studies Educational Resource Center
   Michigan State University
   100 Center for International Programs
   East Lansing, MI 48824

7. African Studies Program
   Northwestern University
   Evanston, IL 60201

8. African Education Project
   Stanford University
   200 Lou Henry Hoover Building
   Stanford, CA 94305

9. African Studies Center
   University of Wisconsin, Madison
   Madison, WI 53706

10. African Studies Program
    University of California at Los Angeles
    Los Angeles, CA 90024

Embassy of South Africa, 3052 Massachusetts Avenue, NW, Washington, D.C. 20008. (Consulates can be found in many large cities.) The source for official South African Government information.

Heinemann Educational Books, Inc., 4 Front Street, Exeter, NH 03833. Distributes over 250 titles by African poets, novelists, playwrights, and scholars. Excellent source for African literature.

International Defense and Aid Fund for Southern Africa, P.O. Box 17, Cambridge, MA 02138. Provides legal defense for victims of unjust laws in Southern Africa, and disseminates information.

United Nations Centre Against Apartheid, United Nations, New York, NY 10017. Free publications on economics, politics, and racial conditions. Also available in French and Spanish.

Washington Office on Africa, 110 Maryland Avenue, NE, Washington, D.C. 20002. Publishes a newsletter and pamphets on African affairs current in Washington; analyzes U.S. policy and activities in Africa; and lobbies on bills before Congress.

Film Sources

Check your local university film rental library.

Africa on Film and Videotape: A Compendium of Reviews. Put out by the African Studies Center, Michigan State University, East Lansing, Michigan, this publication contains over 750 reviews of films on Africa. It is the most complete and up-to-date listing of films on Africa.

Film Rental and Sales

American Friends Service Committee. (Film Rental Dept.) 915 Salem Avenue, Dayton, OH 45406.

Icarus Films, 200 Park Avenue South, New York, NY 10003.

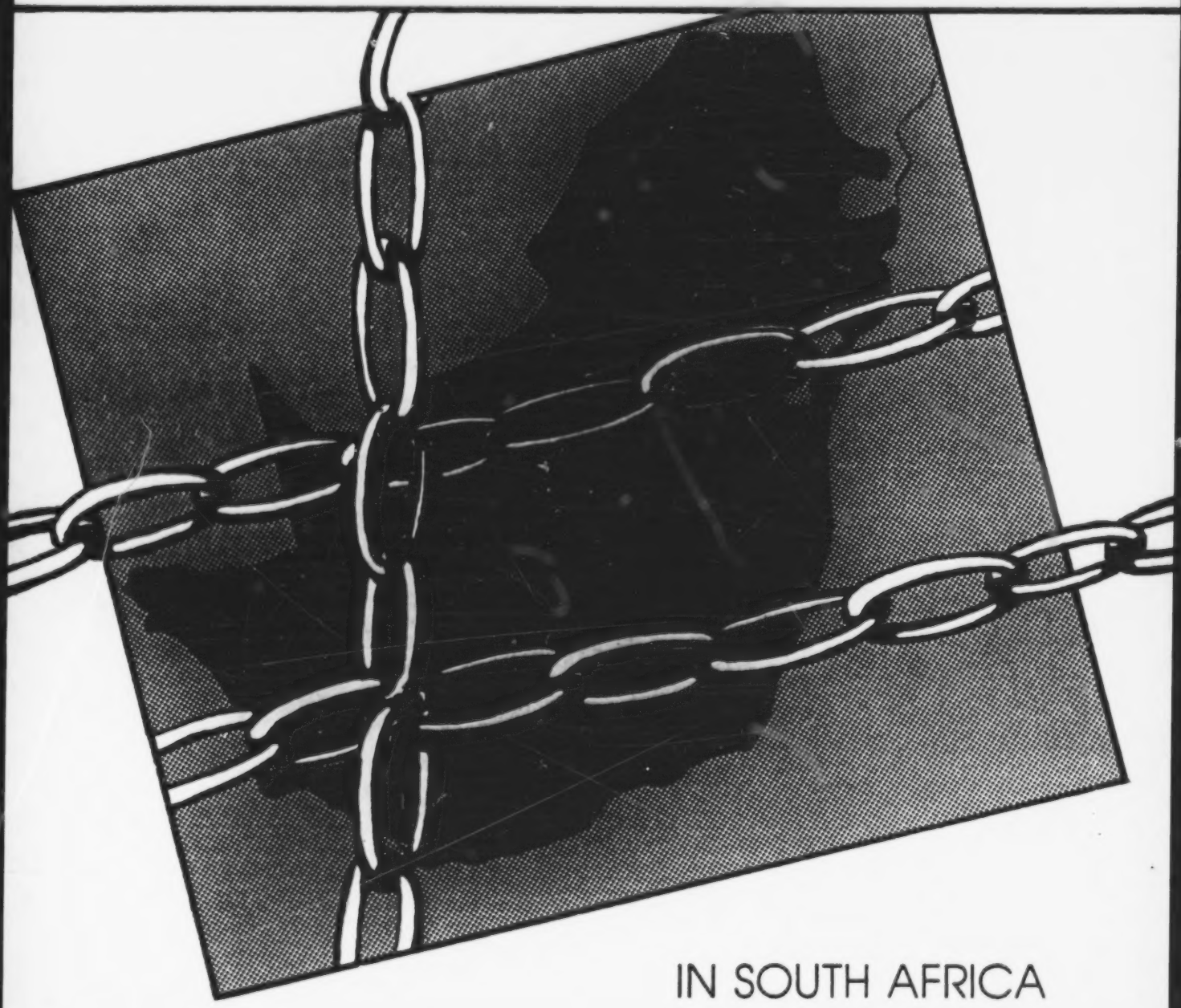
Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019.

Southern Africa Media Center/California Newsreel, 630 Natoma Street, San Francisco, CA 94103.

Villon Films, P.O. Box 14144, Seattle, WA 98144.

Secondary Lessons and Activities Focusing on

APARTHEID



IN SOUTH AFRICA

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FOREWORD

The struggle for freedom and equality in South Africa is an issue that touches us all. We, as New York City educators, can aid in that struggle by informing ourselves and our students about the evils of apartheid.

December 9 is the beginning of Human Rights Week. During that week we are encouraging citywide participation in a teach-in against apartheid. These lessons have been provided to assist teachers and supervisors in meeting that responsibility. Our goals are:

- to create a greater awareness of recent events related to the practice of apartheid by the South African government;
- to provide a greater understanding of the effects of apartheid on the people of South Africa;
- to discuss the various options open to United States foreign policy makers, individuals, governments, and institutions in dealing with South Africa.

The three secondary lessons explore (1) the historical background of South Africa, (2) the effects of apartheid on Blacks, and (3) alternative courses of action in dealing with the Union of South Africa. Background information and bibilography have been included.

It is our hope that instruction on the current problems of South Africa will continue throughout the year. Only through understanding can we make informed decisions which will help bring an end to apartheid.

Nathan Quinones
Chancellor

ACKNOWLEDGMENTS

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The lessons were prepared for publication by the Curriculum Editorial and Production Unit, Alaire Mitchell, Assistant Director of Curriculum Research(Acting), and Maureen Maguire, Production Coordinator. Regina Paleski was the editor and Kent Beaty designed the cover.

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Background on South Africa

South Africa has been settled by many peoples. The local inhabitants met the Dutch who arrived at the southern tip of Africa in 1652. During the following decades the Dutch were joined by French Protestant Huguenots and Germans as well as slaves brought from Asia and other parts of Africa. Today, the descendants of the Dutch are known as Afrikaners; the mixed-race descendants are called Coloureds.

British annexation of the Cape Province in 1806 heralded a century of conflict. The abolition of slavery by the British rulers in 1833 dealt a severe economic blow to the Afrikaner farmers and prompted the Great Trek by 14,000 Afrikaner men, women, and children voortrekkers (pioneers) who left their homes to move into the interior. British-Afrikaner rivalry culminated in the 1899-1902 Boer War won by the British. The British and Afrikaners also fought nine major wars with the Africans, the last ending in the defeat of the Zulu kingdom by the British in 1879.

The Union of South Africa was formed by British and Afrikaners in 1910. They excluded Africans, Coloureds, and Asians (mostly Indians who had immigrated since 1860) from parliament although nonracial voting rights in the Cape Province existed until the 1960s. The antipathy between the English-speakers and the Afrikaners remained deep. Although South Africa had achieved a national government in 1910 and full independence from Britain in 1934, it had evolved not into a national culture but into a state of separated peoples.

A major theme of 20th-century South Africa is the successful struggle of the Afrikaners--Africa's "white tribe"--to gain political dominance. After the Union was formed, they organized to improve their lot against the English-speaking Whites, who dominated the economy.

The Broederbond, a secret, all-male organization, was founded in 1918 to promote Afrikaner interests, language, and nationalism. It was instrumental in the creation of the "purified" (authentic Afrikaner and Calvinist) National party in 1934. The National party, which officially adopted the policy of apartheid in 1945, came to power in the 1948 elections. It has dominated South African politics ever since, winning every national election by large margins. In 1961 it took South Africa out of the British Commonwealth rather than compromise its racial principles. The strength of the party has been the unity of the Afrikaner people who maintain a strong belief in racial separation.

However, the National party recognizes that it faces severe challenges to its policies. During the 1970s black workers engaged in ever more frequent work stoppages and strikes, and Blacks migrated to the cities at a faster pace. The bloody repression of a 1976 student protest in Soweto, an African "township" of one million or more on the outskirts of Johannesburg, in which 600 died, was followed by disturbances throughout the country. In recent years, black activism has grown.

To meet these challenges the South African government has made what it sees as major changes in policy. It even claims to have rejected apartheid, saying "Apartheid is dead." But Blacks are skeptical. They say if it is dead, the body should be buried: "It is beginning to stink."

The difference between these two views is that while apartheid is changing, its basic purpose remains the exclusion of Africans from political power. While apartheid is being modernized through significant changes of policy on the movement of persons, industrial relations, and even political participation (Coloureds and Asians have been given their own separate chambers in parliament--still under the control of the white chamber), these changes take place within the framework of a policy of "separate development" which is designed to deny all Africans citizenship in South Africa.

The essence of apartheid is the strict separation of designated racial groups: Africans, Coloureds, Asians, and Whites. Hundreds of laws maintain this separation. Among the more prominent is the Group Areas Act, which establishes different residential areas for each group.

The Group Areas Act permits the government to remove persons from their homes to an area established for their race. More than 500,000 Coloureds and Asians, and 8,000 whites, have been relocated. The most massive removals, however, have been of Africans. More than three million Africans have been placed in "homelands": ethno-territorial enclaves, each purportedly the home of a different African ethnic group.

It is the government's claim that the homelands are the key to ending apartheid and implementing its successor policy: separate development. Under separate development the 10 homelands within South Africa will become "independent" states. Every African will be designated the citizen of his or her homeland. Thus, the claim continues, apartheid will lose its purpose because no African will remain a citizen of South Africa; the question of power-sharing will be rendered moot. Millions of Africans, of course, will remain in "white" South Africa as laborers.

The government justifies its policy by saying that all Africans belong to different tribes and that each will be able to achieve its fullest cultural expression within its own homeland or independent state. Most Africans and some whites, as well as outside observers, see this policy as a cynical denial of citizenship, identity, and patrimony to twenty-two million South Africans.

Adapted from "South Africa: Can U.S. Policies Influence Change?" Great Decisions '84 (New York: Foreign Policy Association), pp. 36-37.

Lesson 1

Secondary

AIM Does an understanding of the history of apartheid provide us with direction for the future?

Can we resolve the issue of apartheid without understanding its history?

PERFORMANCE OBJECTIVES Students will be able to:

. explain the history of apartheid in South Africa.
. evaluate the degree to which understanding the past enables us to solve the problems of today by providing us with direction for the future.

MOTIVATION

. Ask students to explain their answers to the following questions:

- Have you ever had a dispute with another person?
- How did the dispute begin?
- How was the dispute resolved?
- In resolving a dispute, how important is it to understand how it began?
- Do you think understanding the past is also important for resolving major conflicts in the world?
- We're going to be examining the conflict over apartheid in South Africa. Based on our discussion about understanding the past, what question have we raised?

Outline

I. Apartheid

A. South African government policy

B. Separation of the races (Whites, Blacks, Coloured, and Asians.)

C. Whites, 16% of population, control other groups. Apartheid defended on religious, economic, political, and historical grounds.

Lesson Development

1. Write the word "apartheid" on the chalk board. Ask students to explain their answers to the following questions:

- What do you know about apartheid?
- Why has the conflict over apartheid received so much attention all over the world?

II. History of apartheid

A. Bantu speakers early settlers.

B. Whites settle in 17th century.

C. Afrikaners claim Bible passages justify discrimination.

D. Segregation becomes official policy of South African government since 1910.

E. Apartheid becomes official government policy in 1948.

F. Apartheid has led to violent conflict (e.g., Soweto, Sharpeville).

2. Distribute Worksheet 1A, "History."

- What do you learn about apartheid from these headlines?

- How do these headlines help us explain why apartheid has been described as a political and economic, as well as a social conflict?

- How would you compare the history of racial conflict in South Africa with the history of racial conflict in the United States?

III. Afrikaner view

A. Whites were original settlers.

B. Whites won lands (voortrekkers).

C. Interpret Bible passages to support apartheid.

D. Would lose economically, e.g., higher wages, trade unions.

3. - How might an Afrikaner use this history to defend the position that white South Africans should run South Africa as they wish?

IV. Black African view

A. Blacks settled first in South Africa.

B. Blacks are majority.

C. Bible supports "All men are created equal."

D. Apartheid will lead to more violence and harm the economy for everyone.

4. - If you were a black African, how would you respond?

MEDIAL SUMMARY

- To what degree does the history of apartheid support the position of the Afrikaners? the black Africans?

V. Problems

A. Whites afraid they will suffer economically.

B. If Blacks are given vote, Whites fear they will have no say in government.

C. White racism will lead to vengeance if Blacks gain the vote.

D. Since white beliefs are rooted in religion, change is difficult.

E. Sharing power difficult since Blacks are overwhelming majority.

5. Based on what you read about the history of apartheid, what problems exist in bringing an end to apartheid by peaceful means?

Which of these problems will be the most difficult to solve? Which of these problems is the most serious?

SUMMARY

- Based on what we've learned today, how would you suggest the dispute over apartheid be resolved? Explain.

APPLICATION

. Distribute Worksheet 1B, "Predictions." Have students complete the exercise on the worksheet. Then have students explain their ratings.

Worksheet 1A

HISTORY

After reading this history, complete the worksheet which follows:

G L O B A L T I M E S

---

400 Bantu-Speaking Farmers Enter Eastern South Africa.

1652-1679 Dutch, Germans, and French Protestants Settle in South Africa. Needing cheap labor, white Europeans (calling themselves Afrikaners) make slaves of black Africans living there. Bible used to justify slavery and "supremacy" of white race.

1806 British Gain Control of South Africa from Afrikaners. English Settlers Begin To Arrive.

1833 Slavery Ended by British in South Africa. Afrikaner Farmers Angered. Many Face Financial Ruin.

1836 Great Trek Begins - Many Afrikaner farmers leave for other parts of South Africa where they settle after defeating Bantu-speaking people who try to stop them.

1898 Great Britain Defeats Afrikaners in Boer War.

1910 British and Afrikaners Form Union of South Africa.
While Blacks, Asians (mostly Indians), and Coloureds (mixed racial groups) make up large majority they are allowed no role in government. To provide cheap black labor for Whites and keep white minority control of government, segregation of races becomes official policy.

1912 Blacks Form African National Congress To Seek Equality.

1934 South Africa Gains Independence from Britain.

1946-1962 South African Government Establishes Apartheid.
* Blacks and Whites not permitted to marry.
* Group Areas Act passed - South Africa divided in areas along racial lines. It becomes a crime for people of one group to live in an area designated for another.
* Reference Book Laws - All Blacks, by law, must carry pass books, identifying themselves.

1960 Sharpeville Massacre Occurs - 69 Blacks killed by Johannesburg police during protest over reference books.

1976 Soweto Uprising - Blacks clash with government troops over apartheid policy. Six hundred die--mostly Blacks.

1984 New Parliament Established - Some Coloureds and Asians included. Whites, 16% of the population, still control the majority. Blacks not permitted in "new" Parliament.

Worksheet 1A (continued)

DIRECTIONS: A reading of the history of apartheid reveals political and economic, as well as social aspects. List two events, for each category, from the history of apartheid (as it appears on the worksheet above) which are political, economic, and social in nature. Select two different events for each.

(NOTE: Many of the events in South African history can be listed in more than one category)

Political	Economic	Social

Worksheet 1B

PREDICTIONS

Based on what we've learned about the history of apartheid, evaluate each of the possible predictions for the future using the scale below.

_____ (Rating) The situation in South Africa will get worse before it gets better--perhaps leading to a violent revolution.

_____ (Rating) The South African government will immediately give in to all the demands of those calling for equal rights.

_____ (Rating) Those demanding an end to apartheid and the South African government will reach a compromise and agree on a program for full equality within a certain time.

If you have a prediction different from the three above, write it in the space that follows:

_____

_____

_____

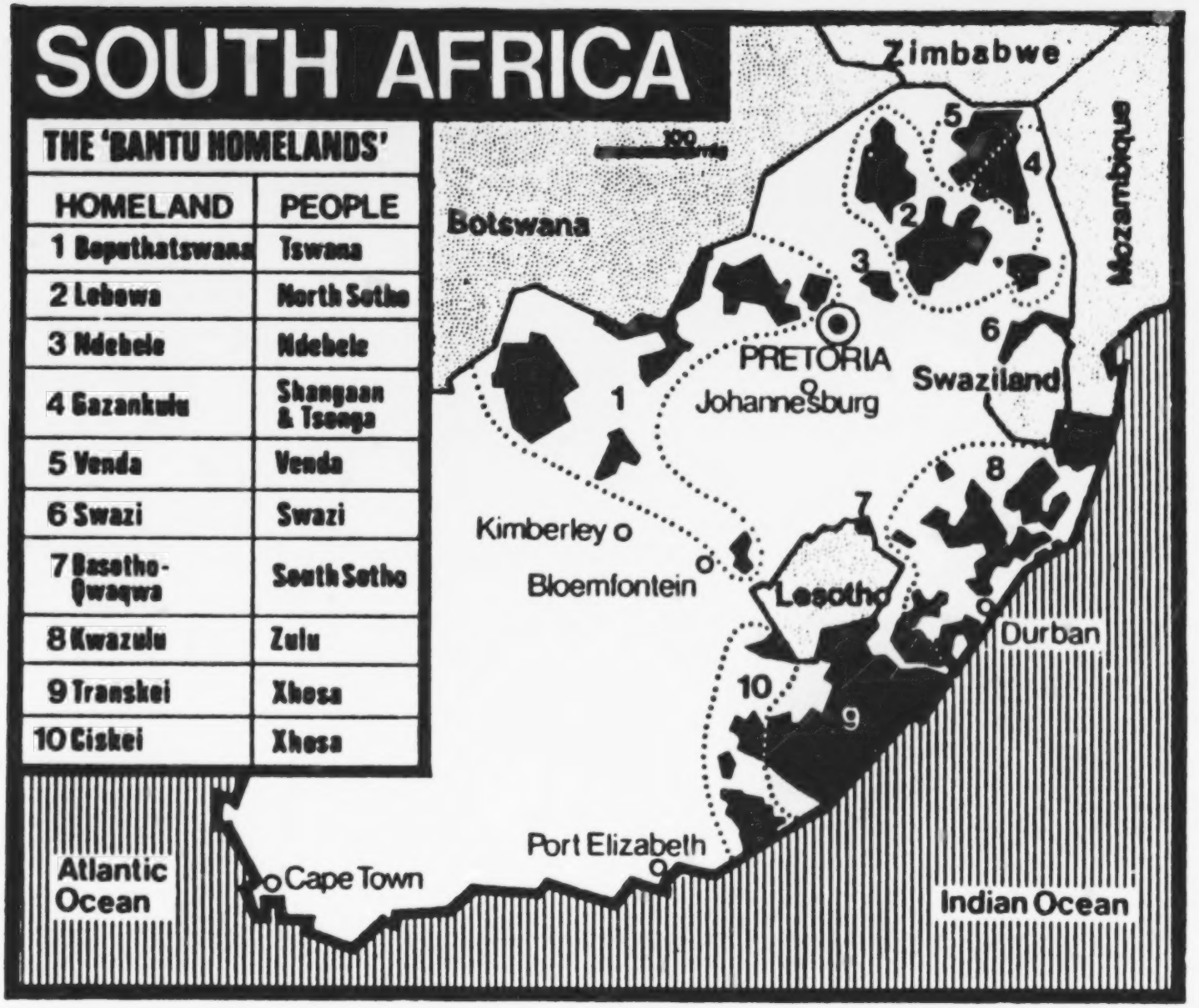
_____

Use the scale below to give a rating to each of the predictions:

-2	-1	0	+1	+2
will never happen	unlikely	not sure	probable	highly probable

SOUTH AFRICA

THE 'BANTU HOMELANDS'	
HOMELAND	PEOPLE
1 Bophuthatswana	Tswana
2 Lebowa	North Sotho
3 Ndebele	Ndebele
4 Gazankulu	Shangaan & Tsonga
5 Venda	Venda
6 Swazi	Swazi
7 Basotho-Qwaqwa	South Sotho
8 Kwazulu	Zulu
9 Transkei	Xhosa
10 Ciskei	Xhosa



MAP OF SOUTH AFRICA

Reprinted from Social Science Record, Vol. 22, Issue 2, Fall 1985, p. 24.
Glen Head, NY: New York State Council for the Social Studies, 1985.
Permission pending.

Lesson 2

Secondary

AIM How should an oppressed people deal with racism?

How should the victims of apartheid in South Africa attempt to overcome racism?

Can the victims of apartheid in South Africa defeat racism?

PERFORMANCE OBJECTIVES Students will be able to:

. define the meaning of apartheid.
. empathize with the victims of apartheid in South Africa.
. evaluate alternative courses of action for dealing with apartheid.

MOTIVATION

. Distribute Worksheet 2A, "Five Facts About South Africa." Have students study the worksheet, then have them explain their answers to the following questions:

- What do these facts tell us about conditions in South Africa?
- Which facts do you think point out the worst evil? Why?
- What would be the long-term effect of that situation? Explain.
- What questions do these facts raise about the strategy that the victims of apartheid in South Africa should follow?

Outline

I. Apartheid

A. Definition:
a legal separation of people according to race

B. Features of apartheid

1. Lack of freedom
   a. censorship
   b. pass laws
   c. restrictions on private ownership
   d. "homelands" policy

Lesson Development

1. Recently a letter was written by a black youth in South Africa to a group of young Americans.

Distribute Worksheet 2B, "Letter from South Africa." Have students read the letter and complete the exercise on the worksheet. Then ask students to explain their answers to the following questions:

- Based on what you read in this letter, can you make additional comments about the situation in Worksheet 2A?

2. Lack of participation in government
   a. no voting
   b. no representation in parliament

- How does the white majority justify their rule over South Africa?

3. Separate and unequal society
   a. education
   b. public accommodations
   c. athletics

2. - In your own words, describe what you think it might be like to live as a Black under the conditions described in this letter and Worksheet 2A?

- How would you feel about yourself? How would you feel about the rulers of South Africa?

II. Reactions to apartheid

A. Fear
B. Anger
C. Humiliation
D. Resignation
E. Indifference
F. Hostility

- What is your reaction to the conditions described in this letter?

MEDIAL SUMMARY

- Which of the conditions described so far would you find most difficult to accept? Explain.

- Which conditions would be most difficult to overcome? Explain.

III. Alternatives

A. Appeals to the international community
B. Violence
C. Accommodation
D. Civil disobedience
E. Discussions with government leaders in South Africa

3. Assume you were invited to a secret meeting of Blacks and other oppressed groups in South Africa. What steps would you suggest that Blacks and other groups take to deal with apartheid? What would be the consequences of taking each of these steps? Which of these steps should be taken?

FINAL SUMMARY

- What would be the most effective method for Blacks to use to end apartheid in South Africa?

APPLICATIONS

- Is it the responsibility of democracies such as the United States to do everything they can to end apartheid?

Worksheet 2A

FIVE FACTS ABOUT SOUTH AFRICA

* In a typical Black area or "Homeland," nearly ½ of all children die before the age of 5.

* There is no compulsory education for Blacks.

* Black education is designed to teach white supremacy.

* Training for most skilled jobs is restricted by law to white students.

* There is 1 doctor for every 370 Whites, but 1 doctor for every 45,000 Africans, "Coloureds," and Asians.

Worksheet 2B

LETTER FROM SOUTH AFRICA

Read the letter below, then complete the exercise that follows.

Dear Friends in America,

Tommorow they say the army will come to move us from our village. My grandfather and his grandfather lived in this village. Our people have farmed these fields for more than 300 years. It is good land but now it can no longer belong to us. It is in a white area. Because we are Blacks we must go to a "homeland." My aunt has seen this place. The land is poor. There is nothing there. I ask myself, "Why?"

It is not fair, but it is the law. Black people outnumber white people by a great majority. Yet white people make the laws. We cannot vote to change those laws. Some people from my village went to jail because they said they would not leave this village; they would fight. They were taken away. No one from the village could attend their trial. No one knows how long they will stay in prison. Now no one speaks against this move. We have no hope. We will go to a "homeland"--leaving our real homes and taking only what we can carry with us. White farmers will own our good fields, just as they own the mines and most of the other good land. The areas where all Blacks will live under this new plan is only 14 percent of the land in all of South Africa. I ask myself, "Why?"

The government claims that the Afrikaners settled in South Africa at the same time as Blacks. They say that Blacks settled only these poor small pieces of territory which they have declared our "homelands." I do not believe that claim. My people were in this village before the Whites came.

My cousin tried for a time to work in the city. It is worse there than in our village. No Blacks can live inside the city. Each day, Blacks travel into the city to work. And each night Blacks must leave the city to spend the night in shacks of tin and cardboard. Our people get all the dangerous, dirty, and most boring jobs. And even when it is a dangerous job in the mines, the pay is less than any White would get. The average White's income is about 12 times more than the average Black's.

I do not understand why Blacks are not allowed into most churches. Why there must be separate beaches, resorts, schools, restaurants, and cemeteries. Even staircases are separate. Always the Whites' places are much better.

My cousin who went to the city wanted to start his own business. But he could not get a permit. Blacks are forbidden to run businesses or own property without the consent of the government. If we wish to travel within our own country, we must carry a passport. This passport allows us to stay in a city only 24 hours. If we violate the pass laws, we may be thrown into jail.

I am angry, and I am not the only one. Besides Blacks, Indians and people of mixed racial background face discrimination in South Africa. Some South African Whites support us in our struggle, but the government still will not allow us to become full citizens in our own land. My cousin was among those who tried to protest these conditions several months ago. Government soldiers shot at the protesters and some were killed.

My friends, I am afraid for my people. I am afraid for my country, I know apartheid must end. I ask myself, "When?"

your friend in South Africa

Worksheet 2B (continued)

DIRECTIONS

After reading the letter, complete the chart below.

- List the conditions faced by South African Blacks, Indians, and mixed racial groups.
- Suggest as many alternative actions as you can that oppressed groups might take to try to overcome the system of apartheid.
- For each of the alternative actions suggested, indicate the possible consequences for the groups.

CONDITIONS	ALTERNATIVE ACTIONS	CONSEQUENCES

Lesson 3

Secondary

AIM How should U.S. foreign policy be determined?

What should be the U.S. foreign policy in dealing with apartheid in South Africa?

PERFORMANCE OBJECTIVES Students will be able to:

. identify and analyze the general factors motivating U.S. foreign policy.
. explain and evaluate various alternatives open to the United States in dealing with apartheid in South Africa.

MOTIVATION

. Distribute Worksheet 3A, "Screams in an Alley." Have students complete the exercise on the worksheet. After reviewing the exercise with them, have students explain their answers to the following question:

  - How is the decision faced by Tom, Marge, Jim, and Nancy similar to the decision U.S. foreign policy makers must make in dealing with international situations like apartheid in South Africa?

. Explain to students that the thoughts of each of the four people in "Screams in an Alley" really represent the four general factors that motivate U.S. foreign policy (Tom: self-interest, Marge: morality, Nancy: past history and current alliances, and Jim: public opinion). Ask students:

  - Which of these factors should be considered most important in determining U.S. foreign policy?

  - Based on what we've just decided, what questions can we raise about U.S. foreign policy toward apartheid in South Africa?

Outline

I. Foreign policy alternatives in South Africa

   A. Constructive engagement

      1. Pros
      2. Cons

   B. Divestment and trade embargoes

      1. Pros
      2. Cons

   C. Actively supporting those who suffer under apartheid

Lesson Development

1. We are going to use what we have discussed so far to decide what we believe the U.S. policy toward South Africa should be. In determining U.S. foreign policy, the president is usually presented with options by his advisors. We will now simulate a foreign policy session on South Africa.

D. Recognizing communism as an evil as important as apartheid--go slow in South Africa

1. Pros
2. Cons

2. Distribute Worksheet 3B, "Advice on South Africa." Divide the class into three groups. Select four students from each group to play the roles of advisors. Have each advisor advocate a different foreign policy position from the worksheet. Each group of advisors should present, as effectively as possible, the foreign policy positions they have been assigned. Have the remaining students act as members of the president's cabinet. Encourage them to ask the advisors questions to clarify positions. Have each group decide on a foreign policy and report their decision to the rest of the class.

3. Once the presentations are completed, ask the students to explain their answers to the following questions:

   - Summarize the different alternatives which have been presented here today.

   - In what ways are these alternatives similar to each other? In what ways are they different from each other?

MEDIAL SUMMARY

- Which of these positions seems to be in the United States' self-interest? Which is the most moral? Which do you think people you know would favor most?

II. Consequences of each alternative

A. For South Africa

B. For victims of apartheid

C. For United States

4. Project the consequences of following each foreign policy alternative.

Write a memo to the president justifying the foreign policy toward South Africa that you believe the United States should follow.

FINAL SUMMARY

- What should be the U.S. foreign policy towards South Africa?

APPLICATION

- Do you think the American people should play a greater role in determining U.S. foreign policy?

Worksheet 3A

SCREAMS IN AN ALLEY

Read the following paragraph.

One day while coming home from work, Tom, Marge, Jim, and Nancy heard screams coming from an alley. When they looked in the alley, they saw a young man trying to take an elderly woman's pocketbook. Tom asked the others, "What should we do?" In a split second, different thoughts went through each of their minds.

DIRECTIONS

Read the thoughts of each person below.

Place an "X" in the space next to the person or persons whose thoughts most accurately reflect what your thinking would be in the situation described above.

Place an "O" in the space next to the person or persons whose thoughts least accurately reflect what your thinking would be in the situation described above.

_____1. Tom: I usually do what's best for me and what will help me the most. Before I decide what to do, I must determine what's in my best interests. I wonder if I'll get hurt. I wonder if she'll give me a reward.

_____2. Marge: In dealing with other people I try to do what's right. Whatever I do, it will be because I think it's the right thing to do.

_____3. Nancy: I treat other people the same way they've treated me in the past. If they've been nice to me, I'm nice to them. If they haven't been nice to me, I'm not nice to them. That old lady is the nastiest lady around.

_____4. Jim: In situations like this, I usually find out what other people are doing. If they think it's a good idea to help the lady, then I'll help; otherwise, I'll go home.

Worksheet 3B

Secondary

ADVICE ON SOUTH AFRICA

Advisor 1

As a country that prides itself on being the greatest democracy in the world, we have no choice but to fight apartheid on moral grounds. We should apply any pressure we can to end the evil system of apartheid. Perhaps we would be wise to send arms to support groups that are trying to overthrow the South African government, in the same way we are trying to overthrow the Soviet-supported government in Nicaragua. If we lose business with South Africa, we'll more than make up for it with the business we gain with the rest of Africa. Let's not forget the words of the Declaration of Independence: ". . . that all men are created equal, they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness . . . That whenever any Form of government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new government . . . ."

Advisor 2

In recent years, the Soviet Union and other communist states have shown greater involvement in African affairs and politics. Pro-communist governments have been established in Ethiopia, Angola, and Mozambique. In addition, Cuba has even gone so far as to send troops to help communist revolutions. The Union of South Africa is an enemy of communism. In addition, it is the strongest military power in South Africa. We must be careful, no matter what we do, to see that a communist government does not rule South Africa. By moving more slowly and allowing the present government in South Africa to continue its policy of sharing political power, we can reduce communist influence in the area and provide for the civil rights of the oppressed peoples in South Africa.

Advisor 3

There comes a time when it is necessary to use "sticks" as well as "carrots" to get our point across. The best way to do this is to get institutions and businesses which have invested in South Africa to take their money back. It is American funding that fuels South Africa's economy. Another effective tactic would be to prohibit sending machinery and technology to South Africa. We should also encourage other countries to stop sending oil. Faced with so much economic pressure, South Africa would have to give in on apartheid.

Advisor 4

We should follow a policy of constructive engagement. With regard to apartheid, anything we do to try to punish or pressure South Africa will make South Africa more, not less, resistant to change. When the United States refused to ship arms to South Africa in 1963, South Africa developed one of the more important medium-sized arms industries in the world. If the United States takes such action today, South Africa may refuse to send us chromium and platinum, strategic materials which are important to our economy and defense. Furthermore, there is no guarantee that bringing South Africa to its knees might not hurt Blacks more than Whites. Change is taking place in South Africa--the new constitution gives Indians and mixed racial groups the right to vote. In order to influence what happens in South Africa, we must engage in talk, not fighting.

ENRICHMENT ACTIVITIES

- Watch or listen to a news story or read a newspaper article about apartheid in South Africa. Summarize for the class what has happened and how it relates to the background we have studied.

- Design posters and slogans for classroom display.

- Research particular issues in South Africa and prepare a presentation: education, health, job training, political developments, conditions in "homelands."

- Develop a chart of the latest actions by the South African government with an analysis of what effects the actions could bring about, e.g., the granting of limited rights to persons of mixed races and Asians. Could this action divide non-whites or could it be a step toward more rights?

- Present a debate or a panel on the possible courses of action which could be taken by the United States government and institutions to aid in ending apartheid.

- Write an essay comparing the period of segregation in the United States to the current conditions in South Africa.

- Write an editorial or a feature story on South Africa for the class or school newspaper.

- Interview classmates, relatives, and neighbors with questions such as the following:

    - Are you familiar with the term apartheid?

    - What is your reaction to what is happening in South Africa?

    - Do you think we are doing enough to help?

  Compile a summary of opinions from those interveiwed.

- Write a poem, short story, or scene depicting an issue in South Africa.

- Develop a class or school bulletin board to display student articles and posters related to abolishing apartheid.

GLOSSARY

African	This word refers to any person "who is, or is generally accepted as, a member of any aboriginal race or tribe of Africa."
African National Congress (ANC)	Founded in 1912, this is the liberation movement which is struggling and fighting for a free and just South Africa. In the late 1950s, after forty years of nonviolent actions, it turned to the use of violence. It was banned in 1961 and was forced to go underground.
Afrikaans	This is one of the two official languages (the other is English) of the Republic of South Africa. It is a dialect of the Dutch language and was developed in South Africa during the 17th century.
Afrikaner	A South African white of Dutch, German, or Huguenot descent. Afrikaners established the apartheid system.
apartheid	This word literally means separateness. It is South Africa's system of legalized racism which denies most civil and human rights to the black majority and "ensures the supremacy of whites."
banning	This is the South African government's procedure for silencing its critics. It is an action taken by the minister of justice under the authority of the Internal Security Act. It is used to restrict a person's movement, association and expression. It can result in house arrest. Both publications and organizations can also be banned.
Bantu	This the term, which is considered derogatory, used by South African whites to describe any African.
Bantustan	This is the name given to the land, which is very poor and only comprises thirteen percent of South Africa's land, which the South African government has declared the only place where Africans can permanently reside.
blacks	This is the term used in South Africa to designate Africans, Coloureds (people of mixed blood), Indians, and other Asians.
black spots	Land occupied "illegally" by blacks, sometimes for generations, in "white only" areas of South Africa. The government can remove the blacks at anytime it so desires.
black townships	These are the "blacks only" sections of urban areas in South Africa.
Boer	This word is sometimes used as a synonym for Afrikaner. A Boer is a white South African of Dutch, Huguenot or German descent. It is also a generic term for farmer.
Broederbond	Meaning "league of brothers," the Broederbond is an exclusive, male-only secret organization which was established in 1918 to promote the interests of Afrikaners.
Coloured	This is a term used to designate South Africans of mixed race, especially African-European descent. A coloured person is sometimes defined as one who is not a white or an African, a definition that can include Indians and Asians.
common areas	This is the term which refers to "white" South Africa, or all of South Africa excluding the homeland areas.
divestment	The withdrawal of funds from corporations and banks which ostensibly support apartheid by doing business in South Africa.
forced removals	Since 1960 almost four million blacks have been forcibly removed from land which the government has declared to be "white areas." Once the people are removed the buildings of the community are often bulldozed.
Frontline States	Angola, Botswana, Mozambique, Tanzania, Zambia, and Zimbabwe.
grand apartheid	This is the South African government's policy designed to create separate, independent states (or homelands) for the various African ethnic groups in South Africa.
Groups Areas Act	This the legislation that governs ownership and occupation in specified geographic areas according to race.
homelands	Areas designated, by the South African government, as living spaces for various African Ethnic groups. The ten homelands are: Bophuthatswana, the Ciskei, Gazankulu KaNgwane, Kwazulu, Lebowa, Ndebele, Qwaqwa, the Transkei, and Venda.
influx control	This refers to the regulation of the movement of Africans into urban areas.

migrant laborers	Those workers who are forced to leave their families and homes in rural bantustans to find employment in urban centers of "white" South Africa.
National Party	This is the ruling party, which came to power in 1948 and is led by the Afrikaners in South Africa.
Pan Africanist Congress (PAC)	A South African liberation movement which was founded in 1959 and was based on black nationalism. In 1961 it was banned by the South African government.
passbook	The identity document, which all Africans over the age of sixteen must carry at all times. Ninety pages long, it contains an identify card, fingerprints, a photo, employment records, tax receipts, and permits to be in an area and to travel for the purpose of employment. Failure to carry a passbook can result in a fine or imprisonment.
pass laws	These laws control the movement of blacks, force them to carry passbooks, and forbid them to live in "white areas."
petty apartheid	This is the term used to describe the laws and regulations that enforce racial segregation. This includes segregation in public facilities, restaurants, transportation, and sports.
race classification	Apartheid laws divide South Africans into four racial groups: Africans (people of African descent who make up 72% of the population); the Coloureds (people of mixed race who make up nine percent of the population); whites (people of European descent who make up sixteen percent of the population) and Asians (mostly persons of Indian descent who make up three percent of the population).
reserves	The former name for the homelands.
Robben Island	The maximum-security prison for political prisoners. It is located off of Cape Town.
Sharpeville Massacre	On March 21, 1960, the police killed 69 blacks who were demonstrating, along with many others, against the pass laws.
Soweto	An acronym for South West Township, it refers to a black township outside of Johannesburg.
Soweto Uprising	On June 16, 1976, the police opened up fire on students in Soweto who were protesting apartheid education. This brought about a series of protests across the country. Over 600 people were subsequently killed.
Sullivan Principles	These Principles constitute the controversial "fair employment code" which U.S. companies doing business in South Africa can abide by if they so desire. The Priniciples were designed by the Reverend Leon Sullivan, a black American, in 1976 while he was on the Board of Directors of General Motors. Some argue that the Principles end up supporting the apartheid system, while others say they actually benefit the black people.
townships	These are designated residential areas for Africans (blacks) in South Africa.

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Africa Today, c/o Graduate School of International Studies, University of Denver, Denver, CO 80208. A quarterly journal featuring in-depth analyses of political, social, and economic developments in or related to Africa.

Objective Justice, U.N. Office of Public Information, United Nations, New York, NY 10017. A quarterly journal that provides commentary on current affairs in southern Africa. Includes non-American authors.

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African-American Institute, 833 U.N. Plaza, New York, NY 10017. Publishes Africa Report, organizes conferences, arranges charter flights and exchange groups.

African National Congress, #405, 801 Second Avenue, New York, NY 10017. Representative of the South African liberation movement. Publishes a weekly newsletter.

African Studies Center Outreach Programs to Schools and Community Organizations. These ten universities are national resource centers that maintain libraries, personnel, and rich sources for teachers and the general public. Contact the one nearest you.

1. Africa in the School and Community
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   Michigan State University
   100 Center for International Programs
   East Lansing, MI 48824

7. African Studies Program
   Northwestern University
   Evanston, IL 60201

8. African Education Project
   Stanford University
   200 Lou Henry Hoover Building
   Stanford, CA 94305

9. African Studies Center
   University of Wisconsin, Madison
   Madison, WI 53706

10. African Studies Program
    University of California at Los Angeles
    Los Angeles, CA 90024

Embassy of South Africa, 3052 Massachusetts Avenue, NW, Washington, D.C. 20008. (Consulates can be found in many large cities.) The source for official South African Government information.

Heinemann Educational Books, Inc., 4 Front Street, Exeter, NH 03833. Distributes over 250 titles by African poets, novelists, playwrights, and scholars. Excellent source for African literature.

International Defense and Aid Fund for Southern Africa, P.O. Box 17, Cambridge, MA 02138. Provides legal defense for victims of unjust laws in Southern Africa, and disseminates information.

United Nations Centre Against Apartheid, United Nations, New York, NY 10017. Free publications on economics, politics, and racial conditions. Also available in French and Spanish.

Washington Office on Africa, 110 Maryland Avenue, NE, Washington, D.C. 20002. Publishes a newsletter and pamphets on African affairs current in Washington; analyzes U.S. policy and activities in Africa; and lobbies on bills before Congress.

Film Sources

Check your local university film rental library.

Africa on Film and Videotape: A Compendium of Reviews. Put out by the African Studies Center, Michigan State University, East Lansing, Michigan, this publication contains over 750 reviews of films on Africa. It is the most complete and up-to-date listing of films on Africa.

Film Rental and Sales

American Friends Service Committee. (Film Rental Dept.) 915 Salem Avenue, Dayton, OH 45406.

Icarus Films, 200 Park Avenue South, New York, NY 10003.

Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019.

Southern Africa Media Center/California Newsreel, 630 Natoma Street, San Francisco, CA 94103.

Villon Films, P.O. Box 14144, Seattle, WA 98144.